

WRITTEN COMMUNICATION FOR SERGEANTS

Written Communications for Sergeants is an authorized Junior ROTC curriculum enhancement program that may be purchased with appropriated funds using your Government IMPAC Credit Card.

Practice tests are provided below to help you determine if your students need to take the *Written Communications for Sergeants* course. Crosswalks between the course and ACT and SAT writing skills and selected state standards (New Jersey, North Carolina, and Virginia) are also provided. Correlations for other states can be developed upon request.

For additional information, please contact Ms. Susan E. Hughes at (703) 680-7488. Fax No. (703) 680-3202. E-mail address: hughes-s@erols.com.

May 25, 2000

EXAM FORM B, MAY 2000
for
Written Communication for Sergeants:
A Self-Paced Text

UNIT ONE: DO YOU UNDERSTAND THE PARTS OF SPEECH?

Part A: For each sentence below, indicate the word that is a noun by marking the letter that follows the word you select.

_____1. Later, (A) they (B) will be conducting (C) cold-weather (D) training (E).

_____2. The (A) young (B) recruit (C) was (D) nervous (E).

Part B: For each sentence below, indicate the word that is a pronoun by marking the letter that follows the word you select.

_____3. He (A) will give (B) the class (C) on (D) mine awareness (E).

_____4. Sergeant Brock (A) told (B) us (C) to report (D) missing equipment (E).

Part C: For each sentence below, indicate the word that is a verb by marking the letter that follows the word you select.

_____5. The instructors (A) at (B) Fort Sill (C) are (D) excellent (E).

_____6. The soldiers (A) overcame (B) many (C) mental and physical (D) challenges (E).

Part D: For each sentence below, mark *A* if the italicized word is an adjective. Mark *B* if the italicized word is an adverb.

_____7. Marines and sailors will depart for the Mediterranean *tomorrow*.

_____8. Their mission is to provide *humanitarian* relief for the refugees.

Part E: For each sentence below, mark *A* if the italicized word is a preposition. Mark *B* if the italicized word is a conjunction.

_____9. The Marines will also conduct exercises *with* the Navy.

_____10. *After* the ship returns from the Mediterranean, the Marines will be assigned to shore duty.

UNIT TWO: UNDERSTANDING THE PARTS OF A SENTENCE

Part A: For each sentence below, if the slash mark divides the subject and the predicate of the sentence, mark *T* for true. If the slash mark does not divide the subject and the predicate, mark *F* for false.

_____11. The sailors aboard the USS *Saipan* practiced/ rescue techniques.

_____12. They/ conducted man-overboard drills.

_____13. The ship sails/ to Norfolk in September.

Part B: For each sentence below, if (S) follows the simple subject and (V) follows the verb, mark *T* for true. If (S) does not follow the simple subject and (V) does not follow the verb, mark *F* for false.

_____14. Aerial navigators (S) determine (V) the amount of fuel for each mission.

_____15. They (S) also plan (V) alternate routes for each mission.

_____16. They (S) undergo extensive training (V) for their job.

Part C: For each sentence below, mark *A* if the italicized words are a phrase. Mark *B* if the italicized words are a clause.

_____17. A soldier *who delivers a briefing* must rehearse.

_____18. The best place *for a rehearsal* is the actual briefing room.

_____19. Effective briefers support their briefings *with visual aids*.

_____20. *Before they conclude their briefings*, effective briefers ask for questions.

UNIT THREE: AVOIDING COMMON SENTENCE ERRORS

Identify each word group, using the following letters:

A = Correct Sentence B = Fragment C = Comma-splice Error
D = Run-on Sentence

_____21. "The Star-Spangled Banner," which is our national anthem, being an example.

_____22. The words were written as a poem by a young lawyer from Baltimore.

_____23. The young man's name was Francis Scott Key, the year was 1814.

_____24. The British had captured William Beanes, a physician and a friend of Key.

_____25. Key went out to the British ship where his friend was being held he carried a flag of truce.

- _____26. The British took Key prisoner.
- _____27. Because they didn't want Key to report on the size and position of the British fleet.
- _____28. After observing the attack on Fort McHenry from a British warship.
- _____29. As night turned into dawn, Key saw the American flag flying over Fort McHenry.
- _____30. Francis Scott Key was thrilled, he wrote the words to "The Star-Spangled Banner."

UNIT FOUR: DO YOU UNDERSTAND SUBJECT-VERB AGREEMENT?

In each sentence below, indicate the correct verb by marking the letter that follows the word that you select.

- _____31. One of the most popular national monuments [is (A), are (B)] the Statue of Liberty.
- _____32. There [was (A), were (B)] three French men responsible for this gift to the American people from the people of France: an historian and two designers.
- _____33. The Statue of Liberty, which was paid for by the French people, [honor (A), honors (B)] the alliance between the French and the Americans during the American Revolution.
- _____34. One of the fascinating features of the statue [is (A), are (B)] that visitors can walk up steps inside the statue to the head.
- _____35. A woman holding a torch in her uplifted right hand, as well as a tablet or law book in her left hand, [constitute (A), constitutes (B)] the main part of the statue.
- _____36. July 4, 1776, the date of the Declaration of Independence, [is (A), are (B)] inscribed on the tablet.

_____37. The statue and its pedestal [is (A), are (B)] 305 feet high.

_____38. The statue, without its pedestal, [weigh (A), weighs (B)] 225 tons.

_____39. Six million people, a parade of tall ships, and a huge fireworks display [was (A), were (B)] part of the 100th birthday of the statue in 1986.

_____40. Today there [is (A), are (B)] two parts to the national monument: the Statue of Liberty and Ellis Island, a former immigration station for millions of Americans.

UNIT FIVE: HAVE YOU LEARNED MORE ABOUT VERBS?

In each sentence below, indicate the correct form of the verb by marking the letter that follows the word that you select.

_____41. He never should have [given (A), gave (B)] them the keys to the armory.

_____42. Have you ever [ran (A), run (B)] in the Marine Corps Marathon?

_____43. At the end of the march, I [laid (A), layed (B)] my pack by that tree.

_____44. Corporal Shaw had [rode (A), ridden (B)] in the amphibious assault vehicle before.

_____45. The Marine Corps color guard [lead (A), led (B)] the parade.

_____46. The soldiers from that unit have [swam (A), swum (B)] across the lake before.

_____47. Company C has already [ate (A), eaten (B)] the evening meal.

_____48. When hostilities in Viet Nam escalated in 1967, Marine air operations [become (A), became (B)] increasingly important.

_____49. Even though the Marines had procured additional aircraft and helicopters, more than half of the Marine flying squadrons [were (A), are (B)] deployed to Viet Nam in 1967.

_____50. In 1967, Marine jets flew a third of all the combat missions in the war zone, and the interservice debate over the role of Marine air [heightens (A), heightened (B)].

UNIT SIX: CONSTRUCTING CLEAR SENTENCES

Mark the letter of the correct sentence.

_____51. A. The Harriers took off from the airfield, flew over the bridge, and hovered in front of the pier.

B. After being launched from the airfield, the Harriers were tasked with flying over the bridge and to hover in front of the pier.

_____52. A. After completing the landing, the objective was reached.

B. After the Marines landed, they reached the objective.

_____53. A. Marines were taught skills such as landing the boat and how to secure weapons inside the craft.

B. Marines were taught skills such as landing the boat and securing weapons inside the craft.

_____54. A. Five light-armored vehicles rolled up to the aircraft that had traveled almost 120 miles and needed refueling.

B. Five light-armored vehicles that had traveled almost 120 miles and needed refueling rolled up to the aircraft.

_____55. A. While in the cockpit, the night-vision goggles were worn.

B. While the pilot was in the cockpit, he wore the night-vision goggles.

_____56. A. Honor, courage, and commitment are traditional values of the armed forces.

B. Honor, being courageous, and understanding commitment are traditional values of the armed forces.

_____57. A. This seminar is for soldiers assigned to Fort Bragg and their spouses.

B. This seminar is for soldiers and their spouses assigned to Fort Bragg.

_____58. A. Having taken their seats, the military attorney began to address the court-martial panel.

B. When the court-martial panel had taken Their seats, the military attorney began to speak.

_____59. A. The fire was put out by the soldiers before any damage was done.

B. The fire was put out before any damage was done by the soldiers.

_____60. A. The corpsman's job is to assess casualties and evacuating them.

B. The corpsman's job is to assess Casualties and to evacuate them.

UNIT SEVEN: HAVE YOU MASTERED THE PRONOUN?

In each sentence below, indicate the correct pronoun by marking the letter that follows the word that you select.

_____61. Sergeant York and [me (A), I (B), myself' (C)] will give the briefing.

_____62. [Whose (A), Who's (B)] in charge of this unit?

_____63. These rations are [theirs' (A), there's (B), theirs (C)].

_____64. The artillery unit aimed [it's (A), its (B), its' (C)] guns at the enemy.

_____65. Notify the section leader and [me (A), I (B)] of any discrepancies.

_____66. [These (A), This (B)] type of boots is superior.

_____67. Is [you're (A), your' (B), your (C)] weapon loaded?

_____68. Submit the requisition to Sergeant Taylor or [myself (A), I (B), me (C)].

_____69. [Its (A), Its' (B), It's (C)] important to understand the rules of engagement.

_____70. Sergeant Riley will escort the major and [me (A), I (B), myself (C)].

UNIT EIGHT: MASTERING PUNCTUATION

Part A: Mark the letters to indicate the points where commas should be inserted. **If no commas are needed, choose E.**

_____71. Patrick Henry (A) a great patriot of the American Revolution (B) was born in Virginia (C) in 1736.

_____72. After he failed at farming (A) and store-keeping (B) he became a lawyer (C) in 1760.

_____73. He was elected to Virginia's legislature (A) in 1765 (B) and he became known as an advocate (C) of American independence (D) from Great Britain.

_____74. He served (A) in the First Continental Congress (B) and became Virginia's first governor (C) in 1776.

_____75. Patrick Henry (A) who opposed the approval (B) of the U. S. Constitution (C) fought to have the Bill of Rights (D) added to it.

Part B: If a sentence is punctuated correctly, mark *T* for true. If a sentence has errors in punctuation, write *F* for false.

_____76. Herbert Hoovers years in the White House were the least successful part of his remarkable career.

_____77. After he successfully led the commission for the relief of Belgium, Herbert Hoover was appointed U. S. food administrator.

_____78. His job was: to convince Americans to raise and save enough food to feed the Allies and the American soldiers fighting in Europe.

_____79. Herbert Hoover, who was the first President born west of the Mississippi River, and a graduate of Stanford University, also served successfully as Secretary of Commerce.

_____80. After he was defeated by Franklin Roosevelt, Hoover who was from Iowa gave 31 years of service to worthwhile projects and wrote many books.

UNIT NINE: USING CAPITAL LETTERS CORRECTLY

Mark the letter of the item that is correctly printed.

_____81. (A) the mexican flag (B) the Mexican Flag
(C) the Mexican flag

_____82. (A) the Protestant Chaplain (B) the Protestant chaplain (C) the Protestant Chaplain

_____83. (A) the Fourth of July (B) the Fourth Of July (C) the fourth of July

_____84. (A) during the Summer months (B) during the summer months (C) during the Summer Months

_____85. (A) the Distinguished Flying Cross (B) the distinguished Flying Cross (C) the distinguished flying cross

_____86. (A) was a Company Commander during Operation Urgent Fury (B) was a company commander during operation urgent fury (C) was a company commander during Operation Urgent Fury

_____87. (A) president Bill Clinton, who is from Arkansas (B) president Bill Clinton, who is from arkansas (C) President Bill Clinton, who is from Arkansas

_____88. (A) headed due north (B) headed Due North (C) headed due North

_____89. (A) became a Prisoner of War (B) became a prisoner of war (C) became a prisoner of War

_____90. (A) the Pacific ocean (B) the pacific ocean (C) the Pacific Ocean

<p style="text-align: center;">KEY FOR EXAM FORM B, MAY 2000 FOR <i>Written Communication for Sergeants:</i> <i>A Self-Paced Text</i></p>

Unit One: Do You Understand the Parts of Speech? (p. 1)

Part A: 1. E 2. C
Part B: 3. A 4. C
Part C: 5. D 6. B
Part D: 7. B 8. A
Part E: 9. A 10. B

Unit Two: Understanding the Parts of a Sentence (p. 2)

Part A: 11. F 12. T 13. F
Part B: 14. T 15. T 16. F
Part C: 17. B 18. A 19. A 20. B

Unit Three: Avoiding Common Sentence Errors (p. 3)

21. B 22. A 23. C 24. A 25. D 26. A
27. B 28. B 29. A 30. C

Unit Four: Do You Understand Subject-Verb Agreement? (p. 3)

31. A 32. B 33. B 34. A 35. B 36. A
37. B 38. B 39. B 40. B

Unit Five: Have You Learned More About Verbs? (p. 4)

- | | | | | | |
|-------|-------|-------|-------|-------|-------|
| 41. A | 42. B | 43. A | 44. B | 45. B | 46. B |
| 47. B | 48. B | 49. A | 50. B | | |

Unit Six: Constructing Clear Sentences (p. 5)

- | | | | | | |
|-------|-------|-------|-------|-------|-------|
| 51. A | 52. B | 53. B | 54. B | 55. B | 56. A |
| 57. B | 58. B | 59. A | 60. B | | |

Unit Seven: Have You Mastered the Pronoun? (p. 6)

- | | | | | | |
|-------|-------|-------|-------|-------|-------|
| 61. B | 62. B | 63. C | 64. B | 65. A | 66. B |
| 67. C | 68. C | 69. C | 70. A | | |

Unit Eight: Mastering Punctuation (p. 7)

Part A: 71. AB 72. B 73. B 74. E 75.
AC

Part B: 76. F 77. T 78. F 79. F 80. F

Unit Nine: Using Capital Letters Correctly (p. 8)

- | | | | | | |
|-------|-------|-------|-------|-------|-------|
| 81. C | 82. B | 83. A | 84. B | 85. A | 86. C |
| 87. C | 88. A | 89. B | 90. C | | |

GRADING EXAM FORM B, MAY 2000

for

Written Communication for Sergeants: A Self-Paced Text

1. Each question is worth one point. Students should be able to score at the eighty percent level. In other words, proficiency is a score of 72 out of 90.
2. This test is also diagnostic. Each of the nine sections is based on one of the nine units in the self-paced text. Students should also be able to score 8 out of 10 in each of the nine sections.

<p style="text-align: center;">CORRELATION OF ACT WRITING SKILLS AND <i>WRITTEN COMMUNICATION FOR SERGEANTS:</i> A SELF-PACED TEXT</p>

ACT WRITING SKILL	REFERENCE
Adjectives and adverbs, use of	Unit 1
Clarity of expression	All units
Comma splice, avoidance of	Unit 3
Complex sentence, forming correctly	Units 1, 2, 3, and 8
Complex sentence, use of	Unit 3
Compound sentence, forming correctly	Units 1, 2, 3, and 8
Compound sentence, use of	Unit 3
Dangling modifier, avoidance of	Unit 6
Misplaced modifier, avoidance of	Unit 6
Parallel structure	Unit 6
Pronoun, case of	Unit 1 and Unit 7
Punctuation, use of	Unit 8
Sentence fragment, avoidance of	Unit 3
Simple sentence, use of	Unit 2
Subject and verb, agreement of	Unit 4
Verb tenses, use of	Unit 5

<p style="text-align: center;">CORRELATION OF SAT WRITING SKILLS AND <i>WRITTEN COMMUNICATION FOR SERGEANTS:</i> A SELF-PACED TEXT</p>

SAT WRITING SKILL	REFERENCE
Clarity of expression	All units
Comma splice, avoidance of	Unit 3
Complex sentence, forming correctly	Units 1, 2, 3, and 8
Complex sentence, use of	Unit 3
Compound sentence, forming correctly	Units 1, 2, 3, and 8
Compound sentence, use of	Unit 3
Dangling modifier, avoidance of	Unit 6
Misplaced modifier, avoidance of	Unit 6
Parallel structure	Unit 6
Pronoun, case of	Unit 1 and Unit 7
Simple sentence, use of	Unit 2
Subject and verb, agreement of	Unit 4
Verb tenses, use of	Unit 5

OVERVIEW

We have reviewed the **New Jersey Registered Holistic Scoring Rubric for the writing portion of the New Jersey High School Proficiency Assessment (HSPA)**. This scoring rubric indicates that student essays will be assessed for correct usage, sentence construction, and mechanics.

Under **correct usage**, the skills to be assessed are tense formation; subject-verb agreement; pronoun usage and agreement; word choice and meaning; and proper modifiers. As indicated in the attached correlation chart, *Written Communication for Sergeants: A Self-Paced Text* teaches each of these skills.

Under **sentence construction**, the skills to be assessed are a variety of formations and correct construction. As indicated in the attached correlation chart, *Written Communication for Sergeants: A Self-Paced Text* teaches each of these skills.

Under **mechanics**, the skills required are competent spelling; capitalization; and punctuation. As indicated in the attached correlation chart, *Written Communication for Sergeants: A Self-Paced Text* teaches each of these skills.

Written Communication for Sergeants: A Self-Paced Text does not directly address the skills listed under **content/organization**. (We have a text entitled *Written Communication for Staff Sergeants: A Self-Paced Text*, which is currently out of print, that does address these skills directly.) However, the sergeants' text does teach students to write focused, clear sentences and to use appropriate transitions in forming these sentences. These skills are the foundation for the unity and coherence skills required on the scoring rubric.

We have also reviewed the **sample passage that students are required to revise and edit**. This sample contains approximately twenty-five mechanical errors. However, the first thing the students should do when revising this passage is to rewrite each sentence for clarity and correctness. This is the skill that *Written Communication for Sergeants: A Self-Paced Text* teaches. If students understood how to turn this passage into correct, clear sentences, they would have corrected all of the errors except for the four spelling errors.

**CORRELATION OF HSPA WRITING SKILLS TEST
FOR NEW JERSEY AND
*WRITTEN COMMUNICATION FOR SERGEANTS:
A SELF-PACED TEXT***

HSPA WRITING SKILL	REFERENCE
Clarity of expression	All units
Variety of sentence formations	Units 2, 6, and 8
Tense formation	Unit 5
Subject and verb agreement	Unit 4
Pronoun usage and agreement	Unit 1 and 7
Words choice/meaning	Unit 1
Proper modifiers	Units 1 and 6
Correct construction of sentences	Units 2, 3 and 6
Spelling	Unit 4 (formation of plurals)
Capitalization	Unit 9
Punctuation	Unit 8

**CORRELATION OF
WRITTEN COMMUNICATION FOR SERGEANTS:
A SELF-PACED TEXT
AND THE NORTH CAROLINA TEST OF ENGLISH 1**

This test requires students to perform two tasks: editing and textual analysis. *Written Communication for Sergeants: A Self-Paced Text* teaches students the skills that they need to successfully complete the editing portion of the test.

EDITING SKILL	REFERENCE IN <i>WRITTEN COMMUNICATION FOR SERGEANTS</i>
The student will edit and revise for correct sentence formation.	Unit Two: Understanding the Parts of a Sentence Unit Three: Avoiding Common Sentence Errors Unit Six: Constructing Clear Sentences
The student will edit and revise for correct usage.	Unit One: Understanding the Parts of Speech Unit Four: Understanding Subject-Verb Agreement Unit Five: More About Verbs Unit Seven: Mastering Pronouns
The student will edit and revise for correct mechanics.	Unit Eight: Mastering Punctuation Unit Nine: Mastering Capitalization
The student will edit and revise for correct spelling.	Unit Four: Part of this unit deals with the formation of plurals

**CORRELATION OF
WRITTEN COMMUNICATION FOR SERGEANTS:
A SELF-PACED TEXT
AND THE SCORING CRITERIA OF THE ENGLISH II ESSAY,
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION**

This test requires students to produce an essay that is scored for composing skills and grammatical skills. *Written Communication for Sergeants: A Self-Paced Text* teaches students the grammatical skills that they need to successfully complete this part of the test.

CONVENTIONS (SCORING CRITERIA REQUIRE DEDUCTIONS FOR THESE ERRORS)	REFERENCE IN <i>WRITTEN COMMUNICATION FOR SERGEANTS</i>
Sentence fragment	Unit 2 and Unit 3
Run-on sentence	Unit 3
Misplaced or dangling modifier	Unit 6
Incorrect subordination or coordination	Unit 2 and Unit 3
Non-parallel structure	Unit 6
Improper subject/verb agreement	Unit 4
Tense confusion	Unit 5
Improper verb inflections	Unit 5
Confusion of word groups	Unit 1
Incorrect pronoun case	Unit 1 and Unit 7
Error with apostrophes	Unit 8
Capitalization error	Unit 9
Error with end punctuation	Unit 8
Error with internal punctuation	Unit 8 (covers commas and colons)

**CORRELATION OF
THE ENGLISH STANDARDS OF LEARNING (SOLs) FOR VIRGINIA
PUBLIC SCHOOLS**

**AND WRITTEN COMMUNICATION FOR SERGEANTS:
A SELF-PACED TEXT**

NINTH-GRADE WRITING SOLs	REFERENCE
Write clear, varied sentences	Units One, Two, Three, and Six
Revise writing for clarity	Units One, Two, Three, and Six
Edit final copies for correct use of language	Units One, Four, Five, Six, and Seven
Edit final copies for correct use of spelling	Unit Four
Edit final copies for correct use of punctuation	Unit Eight
Edit final copies for correct use of capitalization	Unit Nine
TENTH-GRADE WRITING SOLs	REFERENCE
Write clear, varied sentences	Units One, Two, Three, and Six
Revise writing for clarity	Units One, Two, Three, and Six
Edit final copies for correct use of language	Units One, Four, Five, Six, and Seven
Edit final copies for correct use of spelling	Unit Four- help in forming plurals
Edit final copies for correct use of punctuation	Unit Eight
Edit final copies for correct use of capitalization	Unit Nine
Suggest how the writing of others might be improved	All Units
ELEVENTH-GRADE WRITING SOLs	REFERENCE
Elaborate ideas clearly and accurately	Units Two, Three, and Six
Revise writing for accuracy	Units Two, Three, and Six
Edit final copies for correct use of language	Units One, Four, Five, Six, and Seven
Edit final copies for correct use of spelling	Unit Four- help in forming plurals
Edit final copies for correct use of punctuation	Unit Eight

Edit final copies for correct use of capitalization	Unit Nine
Revise writing for clarity	Units Two, Three, and Six
TWELFTH-GRADE WRITING SOLs	REFERENCE
Elaborate ideas clearly and accurately	Units Two, Three, and Six
Edit final copies for correct use of language	Units One, Four, Five, Six, and Seven
Edit final copies for correct use of spelling	Unit Four- help in forming plurals
Edit final copies for correct use of punctuation	Unit Eight
Edit final copies for correct use of capitalization	Unit Nine

